DOCUMENT RESUME

ED 151 919 EA 010 413

TITLE Long Range Planning. Part I: Guidelines and Instruction. Part II: Forms. Revised 1976.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
PUB DATE 77
NOTE 151p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Educational Planning; Elementary Secondary Education; *Guidelines; Models; *Records (Forms); *School Districts
IDENTIFIERS *Pennsylvania

ABSTRACT

This booklet is intended to aid Pennsylvania school officials in developing a five-year long-range plan for their districts, as mandated by the Pennsylvania State Board of Education. The booklet is divided into two parts. Part 1, "Guidelines and Instructions," discusses the long-range planning process and explains how the forms in Part 2 are to be completed. Part 1 is organized in nine sections that focus in turn on different facets of the school district planning process, including community involvement, demographic characteristics, personnel development, pupil enrollment projections, educational quality assessment, equal educational opportunity, educational programs and services, school facilities, and financial information. The forms in Part 2 are organized sequentially to correspond to the sections in Part 1. Although the guidelines and forms were prepared specifically for use by school districts and state department of education personnel in Pennsylvania, they may be useful as models for school officials in other states as well. (JG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151919

EA 010 413

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Pennsylvania Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PART I

GUIDELINES AND INSTRUCTIONS

ACKNOWLEDGMENT

These revised guidelines represent the work of a great number of people. During the past two years many people from school districts, intermediate units, educational and citizen organizations and the department have had input into this revision. Their contributions and support are gratefully acknowledged.

Office of Planning and Evaluation
Pennsylvania Department of Education
Revised 1976

TABLE OF CONTENTS

PART I - GUIDELINES AND INSTRUCTIONS

INTRODUCTION 1

PURPOSES OF THE PLAN 1

DEFINITION OF TERMS 2

GENERAL INFORMATION AND INSTRUCTIONS 3

Section 1 Community Involvement 5

Section 2 Administrative Unit 7

Section 3 Personnel Development 8

Section 4 Pupil Enrollment Projections 9

Section 5 Educational Quality Assessment 11

Section 6 Equal Educational Opportunity 12

Section 7 Educational Programs and Services 14

Section 7A Goals-Objectives-Activities 14

Section 7B Vocational Education 16

Section 7C Special Education 17

Section 7D Intermediate Unit Services 18

Section 8 School Facilities 19

Section 9 Financial Information 20

APPENDIX A SAMPLE PRINTOUT 22

APPENDIX B SAMPLE MAP 24

APPENDIX C ANALYZING EQA DATA 26

INTRODUCTION

Because financial resources of schools are limited, sound long-range planning is required as well as short-range planning. A board of education can be certain that monies will be used wisely to meet the needs of complex and varied educational requirements only when both types of planning are done.

Long-range planning in Pennsylvania is defined as a logical and continuous process to determine needs and projected programs for a five-year period. Keeping pace with community growth and development is an important part of that process. Close cooperation and interchange of ideas should be maintained between local, county and regional planning commissions and school personnel when the long-range plan for this five-year period is prepared.

The State Board of Education in 1974 mandated that every school district develop a five-year, long-range plan. School officials should prepare this long-range plan. School personnel are in a position to know the types of programs needed and the facilities best suited to implement those programs. The planning activities will familiarize school personnel with many details of the school and community points in the preparation of the plan. Intermediate units, chambers of commerce, county government, state and federal agencies and planning commissions should be consulted.

Long-range planning requires a process of community and staff involvement, a continuous assessment of needs, new and improved ways of meeting needs and a two-way communication system between the community and the school. It implies a sincere look at what the community desires for the schools, a commitment to support those desires and a determination of how future needs are to be met. The process should help the district develop the necessary sense of direction regarding flexible use of facilities, alternative staffing patterns, continuing in-service for all district employes and alternative learning experiences for students.

PURPOSES OF THE PLAN

These guidelines are designed to emphasize educational programs and services and to provide a more concise format for reporting information. Each long-range plan will be used by the Pennsylvania Department of Education and the school districts to achieve certain purposes. The following are major purposes to be achieved through the development and use of a long-range plan:

Pennsylvania Department of Education

1. To encourage school districts to use state and/or local assessment data as a relevant source of information in designing educational programs and services.
2. To obtain and periodically update a profile of the district's present and projected plan for educational improvement.

School District

1. To provide educational programs and processing that integrate state mandates with district goals.
2. To develop and maintain a continuous and rational planning capability.

Pennsylvania Department of Education

3. To provide leadership and assistance in developing and implementing educational programs.
4. To promote equal educational opportunities for all students of the Commonwealth.
5. To anticipate potential school district problems.
6. To emphasize student needs and educational programs as the basis for site selection and construction of facilities.
7. To generate and maintain information that will give direction to the intermediate unit and the Department of Education in the area of specialized services.

School District

3. To provide educational programs and services that reflect the contributions of the professional staff, students and citizens.
4. To promote and sustain local leadership in developing and implementing educational programs.
5. To provide a documentary basis for future decision making.
6. To promote communication between and among school district employes and the community.

Obviously, this list is not all-inclusive. However, it does establish a rationale for the Department of Education and the school districts. The purposes may be achieved through the development and use of the long-range plan. The number and kinds of planning activities to be undertaken will depend on personnel, budget constraints, size and level of program implementation. They can be as varied as the imagination of those persons implementing the programs stated in the long-range plan.

DEFINITION OF TERMS

The following definitions are offered to assist those writing long-range plans:

1. Goal - A broad statement of a desirable educational attainment; the ultimate purpose for providing any educational program. Example: To have students become good citizens.
2. Subgoal - A less broad statement of a desirable educational attainment which constitutes an element of a more complex goal statement. Example: To have students understand the principles of American government.
3. Objective - The measurable outcome of an instructional activity which leads to attainment of a goal and subgoal. Example: Students will demonstrate an understanding of the concept of the judicial review.

DEFINITION OF TERMS (continued)

4. Activity - The instructional method used to accomplish an objective. Example: Students will be exposed to the operation of the judicial system through visits to the courts and to samples of the judicial review process.

5. Program - The cluster of related activities carried out in the anticipation of the accomplishment of a goal. A program is the combination of the subgoals, objectives and activities which become an element in the operation of the school system. Programs can be instructional or noninstructional. Planning is concerned with both types and the relationship of each type to the other. Example: Reading program, interscholastic athletic program, transportation program and affirmative action program.

6. Present Enrollment - The enrollment in the district during the most recently completed school year, as reported officially to the Department of Education on DEBE-143.

7. Abandon - The building is no longer used for instructional purposes.

8. Current Year - The most recent year for which data is available and which can be used before the submission of the long-range plan.

9. Printout - PDE prepared computer data forms which are returned to districts to simplify completion of long-range plan sections. Printouts supply data previously collected by the department on requested forms. (See sample printout, appendix A, Part I, Guidelines.)

GENERAL INFORMATION AND INSTRUCTIONS

Directions for Completing and Submitting the Long-Range Plan

1. This publication is divided into two parts: Part I - Guidelines and Instructions, and Part II - Forms.

2. Sections 1 through 9 in Part I explain how the forms in Part II are to be completed. All Part I materials should remain in the permanent possession of the school district and should not be submitted with the long-range plan. These guidelines and instructions should be read carefully before the school district begins to develop its long-range plan.

3. Four copies of Sections 1 through 9 of Part II, containing the forms used in the preparation of the long-range plan, should be completed and submitted as follows: Three copies to the Office of Planning and Evaluation, Department of Education, Box 911, Harrisburg, Pa. 17126 and one copy to the local intermediate unit office.

4. Additional pages required for any section or sections of Part II should be arranged and identified in proper numerical sequence (e.g., Section 7 - Page 2; Section 7 - Page 2a; Section 7 - Page 2b; etc.). Any part, or parts, of these two publications may be reproduced to meet individual school district requirements.

5. Each copy of the long-range plan should be securely bound in a soft, two-piece cover with three-hole horizontal format (8½ x 11). Do not use plastic or spiral binding.

6. Each section of Part II should be arranged in numerical sequence. The identifying cover sheet (signature form) provided in Part II should be completed and placed at the beginning of each copy submitted. The signature form requires the signature of the board secretary as evidence that everything included is true and correct and has official board approval and endorsement. The signature of the chief school administrator is also required.

7. A table of contents (excluding appendices) similar to the sample provided for Part II should accompany each copy of the long-range plan.

8. If questions arise, or if advice is needed in the planning process, the district should first contact the intermediate unit, then the Office of Planning and Evaluation, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, telephone (717) 787-7373.

Updating the Long-Range Plan

1. Periodic updating of the plan is required, at least every three years. However, districts may initiate an updated revision of the plan as conditions require. The following are some examples of such conditions: renovation, construction, change in the disposition of any building, change to or from a middle school facility, any significant change in the educational program, significant change in any data included in the most recently approved long-range plan, etc. The department may also require an update if it believes parts of the plan have become outdated.

2. Regular updates will be due three years from the date that the original submission was due. For example, Cycle I submission due September 1976; update due September 1979, etc.

3. Updates of the long-range plan should be completed and submitted in the same manner and format as described above. Any update of the long-range plan (complete plan or individual sections) should contain a new signature form.

SECTION 1: COMMUNITY INVOLVEMENT

This concept of community involvement proposes to insure that each district makes a deliberate effort to be attentive and responsive to the interests of its constituents. Each district has the discretion to decide how it will implement the process. Whatever the strategy, actual involvement must occur, not a mere semblance. Community organizations, governmental representation, citizens' groups, district employes, students, parents and any other interested person or groups should be included. An acceptable policy of community involvement must give concerned persons the opportunity to contribute to the plan. In addition, the contents of the plan shall be made public to these groups before the board adopts the plan officially, so citizens may express their views before the plan is adopted.

The school board has the obligation to define what constitutes community involvement. This definition should include, but need not be limited to, the following: (1) What is the purpose of involving people? (2) How does the district define "community"? (3) How extensive will representation be? (4) What will those involved be expected to do?

This definition must be made public early in the planning process to insure that every opportunity is available to all citizens and/or their children to be involved before the final decisions are made.

As the involvement process is initiated, the following questions should be given serious consideration:

1. Has it been determined what information will be necessary in the development of the long-range plan, whether it is now available and how other information may be obtained when it is required?

2. Has a representative cross-section (including race, age, sex and socioeconomic status) of persons concerned been involved?

3. Has it been determined whether individuals or group(s) will be permanent or ad hoc?

4. Has the school board's role in the involvement process been clarified to all concerned?

5. Has a clear understanding been established as to what will happen to individual or group findings, recommendations and conclusions? Has the legal responsibility of the school board to make final decisions been emphasized?

6. Has a means been established for keeping any group(s) involved on course and working to complete specific tasks?

7. Has a schedule outlining specific goals for the community involvement process been set.

Responses to the following items will help document the process from initiation to completion:

ITEM 1 - Describe briefly the district's definition of community involvement, the procedures used to make this definition public and the specific media used to communicate this to the public. All documentary evidence verifying this item should be kept on file in the district.

ITEM 2 - Describe briefly the process used to identify, select and involve participants for community involvement.

ITEM 3 - List the name, address and group/agency represented by each person participating in the involvement process on a continuing basis. Indicate by number the section(s) that each person was involved in during the development of the section(s).

ITEM 4 - List the dates on which any involvement committee met or on which a public meeting was held. Identify who met, i.e., name of committee, task force or individuals, and list the general subject of the meeting. All documentary evidence verifying this item should be kept on file in the district.

ITEM 5 - Describe briefly those conditions that will prompt continuation or revision of the recently completed involvement process.

ITEM 6 - Describe briefly the plans for involving the community in the future.

SECTION 2: ADMINISTRATIVE UNIT

A summary description of the administrative unit is valuable for those persons involved in the development and implementation of the plan. It provides a broad background of the geographic, social, economic and cultural characteristics which may influence the district. The information concerning dropouts and graduates can reflect future needs that should be met through educational programs and services. Complete the following items and then carefully review them as decisions are made throughout the planning process.

ITEM 1 - Discuss briefly the local traditions and factors that have affected the present educational program and project the effect they will have on future educational programs in the school district.

ITEM 2 - Describe briefly the geographical and topographical features and the relationship of these to the surrounding region. Relate this data to its effect on the educational program.

ITEM 3 - Submit one map of the school district. Please reduce to a size that will fit on an 8½ x 11 inch page. Attach as Section 2, Page 3 of the forms. Be certain that the name of the school district is on the map. The school district map should show political subdivisions, major roads, school locations, railroads, rivers and other pertinent data. (See sample map, appendix E, Part I, Guidelines.)

ITEM 4 - Given the dropout rate for the last three years (NOTE: You were provided a printout of this information), describe briefly what implications this has for the programs and services you now offer and may offer in the future.

ITEM 5 - Given the number of graduates from the most recent graduating class (NOTE: You were provided a printout of this information), and given the per cent of graduates who go on to postsecondary educational opportunities (NOTE: You were provided a printout of this information), describe briefly what implications this has for the programs and services you offer now and in the future.

SECTION 3: PERSONNEL DEVELOPMENT

The improvement of all services to the children in the schools of the Commonwealth depends upon the quality of skills and attitudes of those providing the services, whether they are teachers, counselors, librarians, food-service staff, custodians, administrators or others. It is extremely important for boards of school directors to ensure that all personnel have both the encouragement and continuing opportunity to maintain and improve the competencies necessary for the attainment of district goals and objectives. The district has the responsibility to determine its personnel needs and take action to meet those needs. Such action should not be limited to in-service courses, but should also include other forms of personnel development for all staff (instructional, custodial, transportation, food-service, etc.), such as attending specialized meetings and conferences and receiving print and nonprint materials etc. Complete the following items to provide an accurate picture of what is happening now with personnel development in your district and what is planned for the future.

NOTE: The district may also wish to encourage personal or career development independent of its goals and/or objectives, but this section of the plan does not pertain to such considerations. Keep these distinctions in mind when you complete this section. For example, a new reading program may require personnel development, so record such developments in this section. But development activities which help a teacher or administrator obtain a new skill or new certificate which does not relate to the five-year plan should not be reported here.

ITEM 1 - Indicate the different groups from your district which participate in personnel development programs designed to meet those needs relating to district's goals/objectives. For each category indicate the agency (I.U., district, etc.) providing the programs. Do not include programs that may be considered "personal or career development" and are not directly related to district needs.

ITEM 2 - Describe briefly the needs assessment strategy used by the I.U., in-service council or district to determine personnel development needs for each category of personnel.

Category of Personnel	*Strategy*

ITEM 3 - Identify the priorities for personnel development by category of personnel derived from the above needs assessment. Indicate the agency which will be responsible for meeting these priority needs and the anticipated date for offering the programs.

Category of Personnel	*Priority Need(s)*	*Agency - Year*

SECTION 4: PUPIL ENROLLMENT PROJECTIONS

The projection of pupil enrollment is a basic requirement of any plan to determine the needs for a complete educational program and the facilities needed to implement that program. If a nongraded program is in operation the projections must be based on chronological age groups.

Before projecting pupil enrollment, consider and analyze certain community factors, such as:

- Kinds of business and industry in the community and any apparent trend that will affect pupil enrollment for the district.
- Kinds of public transportation in the community and how they may affect pupil enrollment.
- The types of opportunity for employment within the community, or any anticipated changes in the employment structure for the community.
- The types of housing (i.e., single unit, multiple unit, apartment, etc.) and any changes that appear imminent.
- The types of community services (i.e., recreation, mental health, physical health, social, etc.) currently available and any changes that appear imminent.
- The significant population mobility within the district.

To standardize the data submitted in this section use the enrollment projection by retention ratio. This method, basically the same as the one used in the PDE PLANCON program, does not require sophisticated research or statistical analysis.

This method is based on the following assumptions about enrollments:

- The rate of public to nonpublic school enrollments will increase or decrease at the same rate it has for the past four years.
- The rate of participation of school age youth will increase or decrease at the same rate it has for the past four years.
- The rate of migration into or out of the school district will be at the same rate it has for the past four years.

CAUTION: If these three factors are not true for the district, do not use the formula described below. Provide the best projection possible and explain why the retention ratio method does not apply to the district.

ITEM 1 - Project the enrollments for the next five years. Use the most recently completed school year prior to the submission of the plan as the basis for your calculations. NOTE: You were provided a printout of the previous years' enrollments to help you complete the projection.

Directions for completing the enrollment projection form. NOTE: You are not required to complete lines 1 through 5. They are included on this form only when used as a work sheet.

1. Enter the proper enrollment figures for four years prior to the current term in the appropriate columns of lines 1 through 4. NOTE: These figures may be obtained from form DEAS-143 or the printout returned to you.

2. Enter current year's enrollment figures on line 5 (current year data is defined as most recently completed school year). Special education and vocational students should be counted separately, as indicated on the form, Part II.

3. Total lines 1 through 4 in each column and enter totals on line 6.

4. Total lines 2 through 5 in each column and enter totals on line 7.

5. a. Determine the average annual attendance in the kindergarten column of lines 1 through 5 (Add lines 1 through 5 and divide the sum by 5).

   b. Compare line 1 with line 5 and determine the average annual increase or decrease. (Subtract smaller number from larger number and divide the remainder by 4.)

   c. Combine the results obtained in (a) and (b) and enter the resultant figure in the kindergarten column of line 9.

6. Using the average annual increase or decrease above, complete the kindergarten column of lines 10 through 13.

7. Divide the grade 1 column of line 7 by the kindergarten column of line 6; enter the result in the grade 1 column of line 8. Divide the grade 2 column of line 7 by the grade 1 column of line 6; enter the result in the grade 2 column of line 8. Continue that pattern of divisions until each column of line 8 is completed.

8. Multiply the figure in the kindergarten column of line 5 by the retention factor in the grade 1 column of line 8. Enter the results in the grade 1 column of line 9. Multiply the kindergarten column figures for lines 10 through 13 by the grade 1 retention factor in the grade 1 column of line 8 and enter the successive results in the grade 1 columns of lines 11 through 13.

9. Multiply the figures in the grade 1 column of line 5 by the retention factor for grade 2 (line 8) and enter the result in the grade 2 column of line 9. Using the grade 2 retention factor (line 8 as a constant multiplier for the grade 1 column of lines 10 through 12) complete the grade 2 column for lines 11 through 13.

10. Continue the process until all columns and lines are completed.

SECTION 5: EDUCATIONAL QUALITY ASSESSMENT

It is the position of the Department of Education that the Ten Goals of Quality Education and the related Educational Quality Assessment program provide a valuable source of information highly relevant to the planning process. Information obtained from the Educational Quality Assessment program must be considered in the development of the long-range plan.

Each school district may use any or all of the Ten Goals of Quality Education in developing or updating its long-range plan. District goals, and subgoals may be used in combination with the "Ten Goals" or as a substitute for them. Complete the following items to indicate the procedures used and the major findings of the assessment process:

ITEM 1 - For districts using the EQA program, list by goal number the strengths and weaknesses in student performance. Strengths and weaknesses may be listed by grade level or by individual schools. (See Appendix C, Part I, Guidelines for suggestions.)

ITEM 2 - If the district does not accept the "Ten Goals" and related EQA findings, please state the locally developed district goals and describe the local assessment strategy used to monitor achievement of these district-developed goals.

ITEM 3 - For districts relying primarily on local goals and assessment strategies, list by number each major district goal as described in Item 2 and indicate the strengths and weaknesses in student performance.

ITEM 4 - All districts: Indicate by goal number the action(s) the district has taken or proposes to take to improve student performance on one or more goals; indicate actual or anticipated results.

SECTION 6: EQUAL EDUCATIONAL OPPORTUNITIES

One of the priorities of the Pennsylvania Department of Education is the assurance of equal educational opportunities for all persons within the public education system. The long-range plan should reflect the district's efforts toward offering equal opportunities and should serve as a way of documenting these efforts. Progress on meeting the objectives of this section should be examined frequently in terms of attainment and good faith effort.

NOTE: Districts with total minority enrollments of 100 or fewer need not complete Items 1a, 1b and 1c.

*ITEM 1a - Project the pupil enrollment statistics by race/ethnic group (see BEC 67-75) by building for the fifth year of the plan. Include data for each building, grade level organization and total district by group. Also include percentages for black enrollments.**

ITEM 1b - Project the pupil enrollment statistics by race/ethnic group for any proposed new building and those for which changes in status or use are proposed, i.e., additions, abandonments and conversions from one organizational pattern to another. Also include data for existing facilities whose enrollments will be affected by the opening, closing, addition or conversion.

ITEM 1c - Identify any existing problems of racial isolation and project a plan for the elimination or reduction of these problems. The planning process should be concerned with the elimination of de facto segregation or racial isolation. Respond in terms of one of the following categories.

- *No significant enrollment of minority race pupils.*

- *There is a significant enrollment of minority race pupils, which is distributed by building within an acceptable range per existing state guidelines. (In past cases of identified racial isolation the department used a general guideline of + 30 per cent to the district's minority race enrollment percentage per grade span.) Example: The district's elementary minority race enrollment percentage is 25 per cent. Using the ± 30 per cent variation, building enrollments could vary from 18 to 33 per cent.*

- *Minority race isolation does exist within the district but plans are projected for its elimination or justification is provided in terms of time, distance and/or relationship of the number of minority and majority pupils.*

ITEM 2a - Describe current and projected district policies and practices for recruitment and promotion of minority and women employes, both professional and nonprofessional. All districts should develop an affirmative action plan and include it here. The plan should include:

- *Statements of district philosophy on equal employment opportunity.*

- *Designation of a responsible district person in implementation of the plan.*

- *Identification of staffing needs in terms of presence or absence of minorities and women.*

- *Summary of district recruiting techniques.*

- *Identification of resources to be used in recruiting, e.g. college and university contacts, community groups and employment agencies.*

*ITEM 2b - Project numerical goals to be achieved for each category of employment for the fifth year of the plan. These are goals , not quotas. Progress on the plan should be evaluated regularly and any revisions should be noted in updated plans.**

ITEM 3 - Describe the projected objectives and activities at the elementary, middle/junior high and high school levels regarding the inclusion in curriculum of content and materials pertaining to the history, contributions and roles of minority racial/ethnic groups and women; and describe intergroup education concepts. Consider what is reported in Section 7A.

ITEM 4 - Identify (1) any current over-concentrations of students of one sex or minority racial/ethnic group in any school-related activities other than those approved by the State Board of Education and (2) project objectives which can reduce or eliminate these over-concentrations. Prime consideration here is the elimination of over-concentration of students of one sex or minority racial/ethnic group in any one activity.

ITEM 5 - Describe the current counseling program's strengths and weaknesses and projected objectives related to the elimination of discrimination and stereotyping in grouping, course selection, testing, career and post-secondary education choices. The guidance counseling program should respond to the needs of all students. All students should be encouraged to consider seriously all problems of study and to make choices based on their interests and talents, not their race, ethnicity or sex.

ITEM 6 - Describe current and projected administrative policies and practices related to equal educational opportunities. The success of any effort to promote equal educational opportunity depends upon board and administrative policies and practices. This section should include an examination of present and projected policies which affect student participation and achievement, such as:

- *Policies and practices which encourage participation of minorities and female students in all programs and activities.*

- *Policies and practices which ensure that disproportionate penalties to members of any one group do not occur; e.g. in-school suspensions, out-of-school suspensions and expulsion policies.*

- *Support program objectives as projected in items one through five of this section.*

NOTE: When submitting the completed forms for Section 6, Pages 1, 2, 6 and 7(i.e., Items 1a and 2b) you are not required to fill in current year information since the printout already provides this data. You may wish to complete these items on your own worksheets, however.

SECTION 7A: EDUCATIONAL PROGRAMS AND SERVICES (GOALS, PROGRAM SEQUENCES AND ACTIVITIES)

Each district is responsible for developing programs and services that will implement the district goals. A statement of the district's educational programs and services should summarize the present and projected goals, program sequences and activities. In order to avoid extensive detail and to improve district communication both with the community and the Department of Education consider the following suggestions:

- Goal statements should be connected to a description of the sequence of activities carried out in the effort to achieve each goal. A written description is requested of the specific kinds of development and remedial programs offered K - 12 in all goal areas. For each goal in the plan, there should be an explanation of the school district's practices used to achieve the learning outcomes associated with that goal. This section is not intended to produce a listing of learning outcomes (objectives) nor to produce a listing of course offerings. For the purpose of this plan, a program sequence is defined as a series of logically planned activities K - 12 which provides the basic structure for the learning development of the student.

- Careful consideration should be given to the widest variety of activities that can be used to attain the goals and assure equal opportunity for every child, regardless of race, sex, academic standing or career choice. The activities should reflect broad aspects of the basic curriculum (communications, fine and practical arts, natural and social sciences, mathematics, health, physical education and safety education), special education, pupil personnel services, vocational education, media services and field experiences. While these descriptions of program sequences should not be highly specific, there should be sufficient information to indicate how the elementary, middle/junior high and senior high programs and services relate to each goal.

  NOTE: There may be a few districts where wide variance exists among the schools and their communities at the elementary, middle/junior high or senior high levels. Such variance may require schools within a particular level to be considered and reported separately rather than considered as part of a composite. If this is the case, those schools should be treated separately when you record the program sequences and activities.

ITEM 1 - List and number the district goals. The Ten Goals of Basic Education may be used for this purpose.

ITEM 2 - List the present program sequences for each goal, K - 12. Please key by number each program sequence to the appropriate district goal.

ITEM 3 - Indicate the strengths and weaknesses of the present program sequences and activities which form the basis for making decisions about projected program sequences and activities.

ITEM 4 - List the projected program sequences for each goal, K - 12. Please key by number each program sequence to the appropriate district goal.

ITEM 5 - Indicate who will assume responsibility for implementing each projected sequence and activity.

SECTION 7B: EDUCATIONAL PROGRAMS AND SERVICES (VOCATIONAL EDUCATION)

It is presumed that in Pennsylvania 50 per cent of the students in secondary programs will need vocational education experiences to obtain a marketable skill by graduation. Most districts meet their vocational-technical needs by participating in an area vocational-technical school program. Planning for the area vocational-technical school is accomplished each year through the collective efforts of the sending districts' administrators. Those districts not participating in an area vocational-technical school provide their own programs to meet the vocational education needs of their students. Complete the following items after carefully reviewing the appropriate regional vocational education plan and/or the district's plans for providing its own vocational education programs. The information reported in this section should reflect a conscientious review of the district's current and proposed efforts toward meeting all students' vocational education needs.

ITEM 1 - Indicate whether the district participates in a vocational education program operated by an area vocational-technical school.

ITEM 2 - Indicate whether the district operates its own vocational education program or portions of a program.

ITEM 3a - If your district participates in a vocational education program operated by an area vocational-technical school, review the existing AVTS plan and briefly discuss the following: the type of classes offered by the area vocational-technical school; the procedures for admitting students to these classes; and whether there are any district students who should be participating in these programs but not currently participating, how many and why not.

ITEM 3b - Describe briefly the district's plans for revising or continuing the existing participation in the vocational program operated by the area vocational-technical school and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for those students who could benefit from, but are not admitted to, the area vocational-technical school.

Item 4a - If your district operates its own vocational education program, briefly discuss the following: the types of classes offered; the procedures for admitting students to these classes; and whether there are any district students who should be participating in these programs but are not currently participating, how many and why not.

ITEM 4b - Describe briefly the district's plans for revising or continuing the operation of its existing vocational education program and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for those students who could benefit from, but are not admitted to, your vocational education program.

SECTION 7C: EDUCATIONAL PROGRAMS AND SERVICES (SPECIAL EDUCATION)

The education of exceptional children is one of the vital responsibilities of Pennsylvania schools. The responsibility is met in the intermediate units and the Department of Education. The mandate of law affords every exceptional child (including gifted and talented) ready accessibility to an appropriately designed education program. Each district develops a plan for the education of its exceptional children. This plan then becomes part of a composite plan developed by the intermediate unit for all exceptional children in the intermediate unit. Complete the following items after reviewing the district's and intermediate unit's plan. This review should be done with the idea of assuring that the best possible programs are now or will be provided for all exceptional children.

ITEM 1 - Indicate whether the district participates in a special education program operated by the intermediate unit.

ITEM 2 - Indicate whether the district operates its own special education program or portions of a program.

ITEM 3a - If your district participates in a special education program operated by the intermediate unit, briefly discuss the following: the types of classes offered by intermediate units; the procedures for admitting students to these classes; and whether there are any district children who should be participating in these programs but are not currently participating, how many and why not.

ITEM 3b - Describe briefly the district's plans for revising or continuing the existing participation in special education program operated by the intermediate unit and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for "mainstreaming."

ITEM 4a - If your district operates its own special education program, briefly discuss the following: the types of classes offered; the procedures for admitting students to this program; and whether there are any district children who should be participating in these programs but are not currently participating, how many and why not.

ITEM 4b - Describe briefly the district's plans for revising or continuing the operation of its existing special education program and explain any reasons for any proposed changes and any recommendations. NOTE: Include any plans for "mainstreaming."

SECTION 7D: EDUCATIONAL PROGRAMS AND SERVICES (INTERMEDIATE UNIT SERVICES)

There are seven basic services that each intermediate unit may provide to school districts. Basic services include: (1) curriculum development and instructional improvement services, (2) educational planning services, (3) instructional materials services, (4) management services, (5) continuing professional educational services, (6) pupil personnel services and (7) state and federal agency liaison services.

In addition to the seven basic services, many individual districts contract with and pay directly to, the intermediate unit for specific additional services. These contracted services include, but are not limited to, data processing, equipment repair services, printing, federal programs administration, etc.

ITEM 1 - Indicate which of the seven basic services are currently available from the intermediate unit.

ITEM 2 - List and briefly describe those seven basic services which the district currently receives. NOTE: In describing the services, specifically mention those things the district actually receives.

ITEM 3 - List and briefly describe any of the seven basic services that are not currently available but the district plans to request in the future.

ITEM 4 - List and briefly describe any contracted services which the district currently receives from the intermediate unit.

ITEM 5 - List and briefly describe any contracted services that the district does not currently receive but plans to request in the future.

SECTION 8: SCHOOL FACILITIES

Present and future school building needs should be determined on the basis of existing and proposed facilities and instructional programs, the anticipation of community growth patterns, racial distribution and public school enrollment projections.

This long-range plan is concerned with both the present conditions of facilities and the anticipated disposition of existing facilities and the projected need for new facilities.

ITEM 1a - List the name of the facility and site address, including post office. (NOTE: Addresses may be listed on back)

*ITEM 1b - Record the year built.**

ITEM 1c - Record the year of any additions or renovations.

ITEM 1d - Indicate the condition of the facilities. Use the following rating system: E - Excellent, VG - Very Good, G - Good, F - Fair and P - Poor. This appraisal process should involve the community and staff and take into consideration the condition, site, structural and mechanical features, educational environment, safety, utilization of space and ease and cost of maintenance.*

*ITEM 1e - Indicate the site acreage for each facility.**

ITEM 1f - Indicate the pupil capacity for each facility.

ITEM 1g - Project the anticipated disposition of each facility, using the bar chart method.

Item 2 - Complete this item the same as Items 1a to 1f, except for the added designation of building grade level for each facility.

**NOTE: When submitting the completed forms for Section 8, Page 1, 2 and 3, you are not required to fill in Items 1b, 1d and 1e, since the printout already provides this data. You may wish to complete these items on your worksheet, however.*

SECTION 9: FINANCIAL INFORMATION

It is important that fiscal planning be done carefully to avoid problems. Often the staff and community are unaware of the many complexities and obstacles faced by the district in trying to support high quality programs/services/facilities. The following information should be provided and available in terms that all concerned can comprehend. For this section, current year refers to the most recently completed fiscal year for which data is available before the plan is completed. Where requested, indicate the period for which this fiscal year refers, e.g., July 1, 1975 to June 30, 1976.

*ITEM 1 - Project the market value of real estate in the district for the next four years. This projection should take into consideration the trend over the past four years and the current year.**

*ITEM 2 - Given the total amounts of revenue available to the school district for the past four years and the current year from the following sources: federal government, state government, local real estate taxes and all other local district taxes, calculate the additional amount of revenue available to the school district if each category of current income were increased 5%, 10% and 15%.**

ITEM 3 - List the dollar amounts and percentages of real estate taxes and other local taxes not collected for the past four years and the current year.

*ITEM 4 - Given the figures for salary expenditures (0100 & 0200 accounts), maintenance and operation costs (0600 account) and debt service (1200 account) for the past four years and the current year, explain the reasons for any significant changes in these figures.**

ITEM 5 - Provide a brief summary statement concerning the overall fiscal conditions of the school district and the implications of this condition for the future. Consider both probable and possible implications of the data in Items 1 through 4 above. Document the statement with specific references to appropriate data.

**NOTE: When submitting the completed forms for Section 9, Page 1 and 2 (i.e., Items 1, 2 and 4), you are not required to provide any data for the past four years and current year which the printout already provides. You may wish to include this data on your own worksheets, however.*

APPENDIX A

SAMPLE PRINTOUT

APPENDIX A: (SAMPLE PRINTOUT)

St. Clair County — PUBLIC ELEMENTARY-SECONDARY ENROLLMENT BY RACE/ETHNIC GROUP — Page 3

Smithfield S D — 05/18/76

ELEMENTARY

SCHOOL	GRADE SPAN	AI	AP	BL	% BL	HI	WH	TOTAL
Main Street El Sch	K-6		1	1	.2		426	428
West End El Sch	1-6		1	1	.4	6	193	201
Roberts El Sch	K-6		3	4	.9		429	436
Crestview El Sch	K-6			2	.7		281	283
Elementary Total			5	8	.5	6	1,329	1,348
MIDDLE/JUNIOR HIGH								
Jacobs JHS	7-9		5	1	.1	4	749	759
Middle/Junior High Total			5	1	.1	4	749	759
SENIOR HIGH								
Richland HS	10-12		1	1	.1	3	799	804
Senior High Total			1	1	.1	3	799	804
School District Total			11	10	.3	13	2,877	2.911

45

APPENDIX B

SAMPLE MAP

APPENDIX B: (SAMPLE MAP)

Section 2: ADMINISTRATIVE UNIT

MANOR SCHOOL DISTRICT

A West Providence Township

B East Providence Township

C Monroe Township

D Southampton Township

E Mann Township

Everett Borough

Clearville

Chaneysville

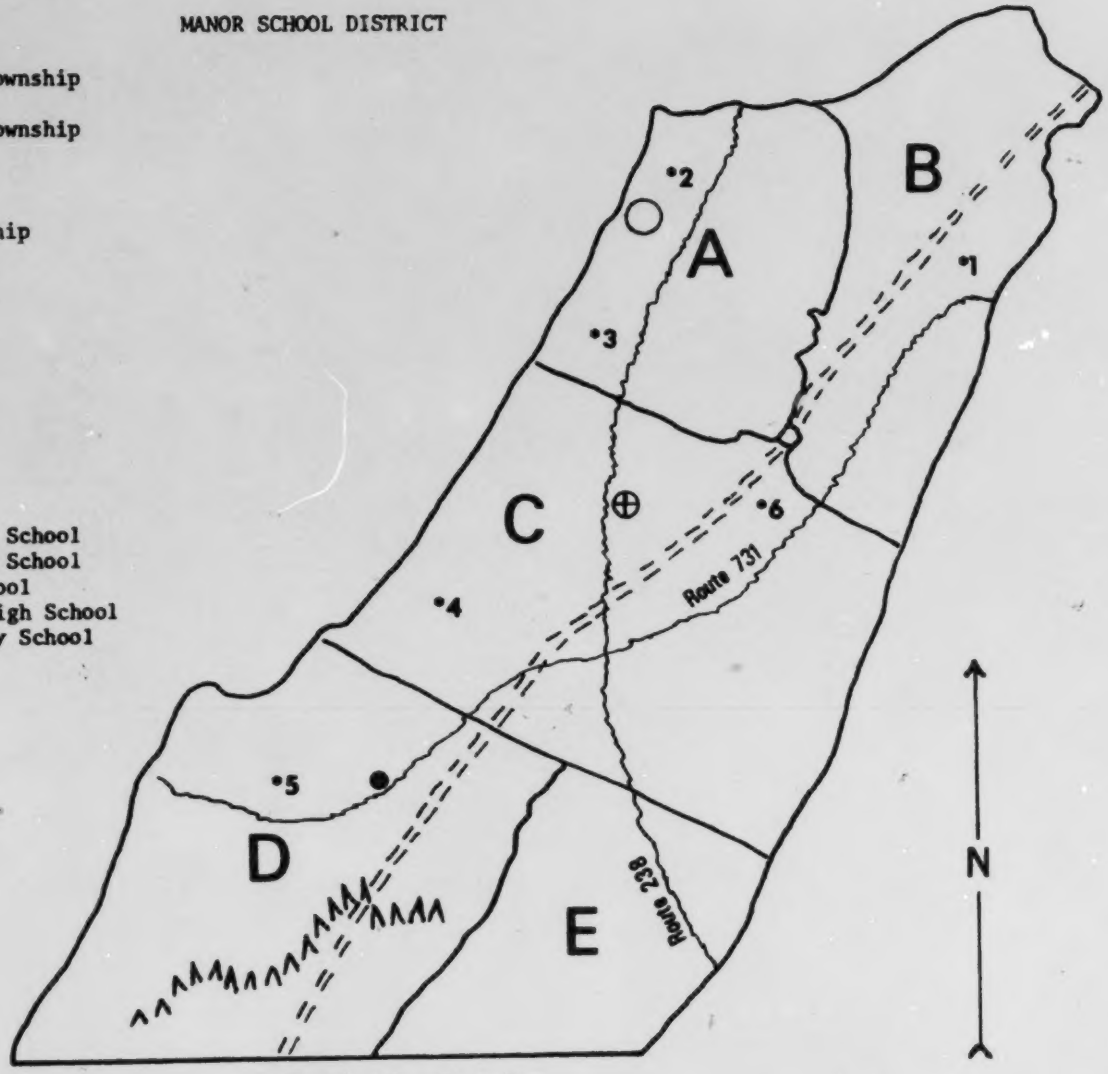
*1 Dallas Elementary School
*2 Wilkes Elementary School
*3 Merion Middle School
*4 Colonial Junior High School
*5 Jackson Elementary School
*6 Penn High School

Route 238

Route 731

Central Railroad

Mountain Range



APPENDIX C

ANALYZING EDUCATIONAL QUALITY ASSESSMENT

APPENDIX C: ANALYZING EDUCATIONAL QUALITY ASSESSMENT

The results from the evaluation procedures, when analyzed by school personnel, give a diagnosis of the school's strengths and needs in the 10 goal areas. For example, a closer inspection of a low score on goal 1, self-esteem, will enable school personnel to focus on those aspects of self-esteem that may have contributed to a lower overall score. Subscale information included in the report and item analyses, available at the Educational Quality Assessment office, are aids to pinpointing the needs.

Further information in the school report shows what conditions exist in the school and which resources tend to be related to student performance. An analysis of these correlations can suggest not only clues as to what school conditions are associated with high scores in a given goal area but some of the related conditions that may be changed.

The Division of Educational Quality Assessment is developing ways to help a school use educational quality assessment results to rank-order needs--employing results of the school report and the local educational agency's philosophy. It is also analyzing the findings of educational quality assessment over the past years and combining that with research findings to suggest strategies to improve goal scores in each area.

Method for Determining Areas of Strength or Weakness in Student Performance:

Areas of Strength

1. Goals in which the "school score" exceeds the 75th percentile.
2. Goals in which the "school score" exceeds the upper limit of the "predicted score range" and is above the 50th percentile.

Areas of Weakness

1. Goals in which the "school score" is below the 25th percentile.
2. Goals in which the "school score" is below the lower limit of the "predicted score range" and is below the 50th percentile.

PART II FORMS

Pennsylvania Department of Education 1977

long range planning

SIGNATURE FORM

Please check one: ☐ Original Plan ☐ Update

Date Submitted: _____

School District Name _____

School District Address _____

_____

_____ Zip Code _____

County _____ Intermediate Unit _____

Chief School Administrator _____

Telephone ( )

Contact Person (if different than chief school administrator)

_____

Telephone ( )

_____ _____

Signature
School Board Secretary

Signature
Chief School Administrator

TABLE OF CONTENTS

Part II - Forms

Signature Form

Section 1: Community Involvement

Section 2: Administrative Unit

Section 3: Staff Development

Section 4: Pupil Enrollment Projections

Section 5: Educational Quality Assessment

Section 6: Equal Educational Opportunity

Section 7: Educational Programs and Services

7A: Goals-Objectives-Activities

7B: Vocational Education

7C: Special Education

7D: Intermediate Unit Services

Section 8: School Facilities

Section 9: Financial Information

SECTION 1: COMMUNITY INVOLVEMENT

ITEM 1 - Describe the district's definition of community involvement and the procedure used to make that definition public. List the names of the media used.

ITEM 2 - Describe briefly the process used to identify, select and involve participants for community involvement.

ITEM 3 - List the name and addresses and group/agency represented by each person participating in the involvement process on a continuing basis. Indicate by number the section(s) in which each person was involved (e.g., Section 6, 7A and 9).

NAME	ADDRESS	REPRESENTS	SECTION #

ITEM 4 - List the dates that any involvement committee has met or on which public meetings have been held. Identify who met and list the general subject of such meetings. (NOTE: All documentary evidence should be kept on file in the district to verify this item.)

DATE OF MEETING	*WHO MET*	*SUBJECT OF MEETING*

ITEM 5 - Describe briefly those conditions that will prompt continuation or revision of the recently completed involvement process.

ITEM 6 - Describe briefly the plans for involving the community in the future.

SECTION 2: ADMINISTRATIVE UNIT

ITEM 1 - Discuss briefly the local traditions and factors that have affected the present educational program and project the effect they will have on future educational programs in the school district.

ITEM 2 - Describe briefly the geographical and topographical features and the relationship of these to the surrounding region. Relate this data to its effect on the educational program.

ITEM 3 - Submit one map of the school district.

ITEM 4 - Given the dropout rate for the last three years, describe briefly what implications this has for the programs and services you now offer and may offer in the future.

ITEM 5 - Given the number of graduates from the most recent graduating class and given the per cent of graduates who go on to postsecondary educational opportunities, describe briefly what implications this has for the programs and services you offer now and in the future.

SECTION 3: PERSONNEL DEVELOPMENT

ITEM 1 - Indicate the different groups from your district which participate in personnel development programs designed to meet those needs relating to district's goals/objectives. For each category indicate the agency (I.U., district, etc.) providing the programs. Do not include programs that may be considered "personal or career development" and are not directly related to district needs.

Category	Check	Agency (Indicate)
a. Teachers	_____	_____
b. Administrators	_____	_____
c. Counselors	_____	_____
d. Librarians	_____	_____
e. Board members	_____	_____
f. Paraprofessionals	_____	_____
g. Maintenance or custodial staff	_____	_____
h. Bus drivers	_____	_____
i. Others (specify)	_____	_____

ITEM 2 - Describe briefly the needs assessment strategy used by the I.U., in-service council or district to determine personnel development needs for each category of personnel.

Category of Personnel	*Strategy*

ITEM 3 - Identify the priorities for personnel development by category of personnel derived from the above needs assessment. Indicate the agency which will be responsible for meeting these priority needs and the anticipated date for offering the programs.

Category of Personnel	*Priority Need(s)*	*Agency - Year*

SECTION 4: PUPIL ENROLLMENT PROJECTIONS

ITEM 1 - Project the enrollments for the next five years. Use the most recently completed school year prior to the submission of the plan as the basis for your calculations. NOTE: You were provided a printout of the previous years' enrollments to help you complete the projection.

Enrollment Projection By Retention Ratio
NOTE: Do Not Count Special Education Students

Line	Year Column	Elementary Grades							Secondary Grades						
		K	1	2	3	4	5	6	7	8	9	10	11	12	Voc.
1*	4 Yrs. Ago 19__ 19__														
2*	3 Yrs. Ago 19__ 19__														
3*	2 Yrs. Ago 19__ 19__														
4*	1 Yr. Ago 19__ 19__														
5*	Present Term 19__ 19__														
6	TOTAL - Lines 1 to 4														
7	TOTAL Lines 2 to 5														
8	Retention Factor														
9	1 year hence 19__ 19__														
10	2 years hence 19__ 19__														
11	3 years hence 19__ 19__														
12	4 years hence 19__ 19__														
13	5 years hence 19__ 19__														

**NOTE: When submitting the completed form for Section 4, Page 1, you are not required to fill lines 1 through 5. Lines 1 through 5 are included on this form only as a work sheet to help you project figures.*

SECTION 5: EDUCATIONAL QUALITY ASSESSMENT

ITEM 1 - For districts using the EQA program, list by goal number the strengths and weaknesses in student performance. Strengths and weaknesses may be listed by grade level or by individual schools.

or

ITEM 3 - For districts relying primarily on local goals and assessment strategies, list by number each major district goal as described in Item 2 and indicate the strengths and weaknesses in student performance.

ITEM #____ *GRADE LEVEL/SCHOOL _____*

GOAL #	*STRENGTHS*	*WEAKNESSES*

ITEM 2 - If the district does not accept the "Ten Goals" and related EQA findings, please state the locally developed district goals and describe the local assessment strategy used to monitor achievement of these district-developed goals.

DISTRICT GOALS	*LOCAL ASSESSMENT STRATEGY*

ITEM 4 - All districts: Indicate by goal number the action(s) the district has taken or proposes to take to improve student performance on one or more goals; indicate actual or anticipated results.

GOAL #	*ACTION TAKEN OR PROPOSED ACTION*	*ACTUAL RESULTS OF ANTICIPATED RESULTS*

SECTION 6: EQUAL EDUCATIONAL OPPORTUNITY

ITEM 1a

Enrollment by Race/Ethnic Group by Building

Building(s)	GRADE SPAN	Elementary Pupil Enrollment													
		Current 19__ 19__							Projected 19__ 19__						
		AI	AP	BL	%BL	HI	WH	TOTAL	AI	AP	BL	%BL	HI	WH	TOTAL
		Do Not Complete Printout Available													

AI - AMERICAN INDIAN or ALASKAN NATIVE

AP - ASIAN or PACIFIC ISLANDER

BL - BLACK

HI - HISPANIC

WH - WHITE, not of Hispanic Origin

ITEM 1a (continued)

Enrollment by Race/Ethnic Group by Building

	Building(s)	GRADE SPAN	Secondary Pupil Enrollment													
			Current 19__ 19__							Projected 19__ 19__						
			AI	AP	BL	%BL	HI	WH	TOTAL	AI	AP	BL	%BL	HI	WH	TOTAL
Middle/Junior High School			Do Not Complete Printout Available													
	Total															
Senior High School																
	Total															
	Total District															

AI - AMERICAN INDIAN or ALASKAN NATIVE AP - ASIAN or PACIFIC ISLANDER BL - BLACK HI - HISPANIC WH - WHITE, not of Hispanic Origin

ITEM 1b

Pupil Enrollment by Race/Ethnic Group by Buildings

Proposed Building Changes

	Building(s)	Grade Span	Type of Change	Year of Change	Projected Pupil Enrollment for Year of Change							
					AI	AP	BL	% BL	HI	WH	OT	Total
Existing Facilities Affected												
N/CB												
Existing Facilities Affected												
N/CB												
Existing Facilities Affected												

Type of Change: ■ New ▨ Addition ▥ Abandon ▧ Conversion

N/CB New or Changed Building

ITEM 1c - Identify any existing problems of racial isolation and project a plan for the elimination or reduction of these problems. The planning process should be concerned with the elimination of de facto segregation or racial isolation. (If not applicable to district, mark "Does Not Apply".)

PRESENT	PROJECTED

ITEM 2a - Describe current and projected district policies and practices for recruitment and promotion of minority and women employes, both professional and nonprofessional. All districts should develop an affirmative action plan and include it here.

PRESENT	PROJECTED

ITEM 2b

Professional Staff by Building and by Race/Ethnic Group and Sex

FIFTH YEAR PROJECTION

Buildings	Grade Span	Sex	Administration and Supervisory						Classroom Teachers						Coordinated Services					
			AI	AP	BL	HI	WH	T	AI	AP	BL	HI	WH	T	AI	AP	BL	HI	WH	T
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
		M																		
		F																		
		T																		
TOTALS		M																		
		F																		
		T																		
District Totals (Final Page Only)		M																		
		F																		
		T																		

AI - AMERICAN INDIAN or ALASKAN NATIVE AP - ASIAN or PACIFIC ISLANDER BL - BLACK HI - HISPANIC WH - WHITE, not of Hispanic Origin

ITEM 2b (continued) Nonprofessional Staff by Race/Ethnic Group & Sex

Personnel	Sex	Projected 19__ 19__					
		AI	AP	BL	HI	WH	T
Secretarial and clerical assistants	M						
	F						
	T						
Operations and maintenance personnel	M						
	F						
	T						
Transportation personnel	M						
	F						
	T						
Food service personnel	M						
	F						
	T						
Aides (teacher and library)	M						
	F						
	T						
Other personnel	M						
	F						
	T						
Total	M						
	F						
	T						

AI - AMERICAN INDIAN or ALASKAN NATIVE AP - ASIAN or PACIFIC ISLANDER BL - BLACK HI - HISPANIC WH - White, not of Hispanic Origin

ITEM 3 - Describe the projected objectives and activities at the elementary, middle/junior high and high school levels.

GRADE LEVEL	PROJECTED OBJECTIVES	PROJECTED ACTIVITIES
Elementary School		
Middle or Junior High		
High School		

ITEM 4 - Identify (1) any current over-concentrations of students of one sex or minority racial/ethnic group in any school-related activities.

ACTIVITIES	PRESENT IDENTIFIABLE PATTERNS OF PARTICIPATION BY SEX AND/OR RACIAL/ETHNIC GROUP	PROJECTED OBJECTIVES
Academic-related activities, e.g., reading club, debate society, honor society, math club, etc.		
Sports - both intramural and interscholastic		
Personal interest activities, e.g., chess club, stamp and coin club, etc.		

ITEM 5 - Describe the current counseling program's strengths and weaknesses and projected objectives.

Present program description for this area	Present district identified strengths and weaknesses	Projected Objectives

ITEM 6 - Describe current and projected administrative policies and practices related to equal educational opportunities.

PRESENT	PROJECTED

SECTION 7A: EDUCATIONAL PROGRAMS AND SERVICES (GOALS, PROGRAM SEQUENCES AND ACTIVITIES)

ITEM 1 - List and number the district goals. The Ten Goals of Basic Education may be used for this purpose.

ITEM 2 - List the present program sequences for each goal, K - 12. Please key by number each program sequence to the appropriate district goal.

ITEM 3 - Indicate the strengths and weaknesses of the present program sequences and activities which form the basis for making decisions about projected program sequences and activities.

ITEM 4 - List the projected program sequences for each goal, K - 12. Please key by number each program sequence to the appropriate district goal.

ITEM 5 - Indicate who will assume responsibility for implementing each projected sequence and activity.

SECTION 7B: EDUCATIONAL PROGRAMS AND SERVICES (VOCATIONAL EDUCATION)

ITEM 1 - Indicate whether the district participates in a vocational education program operated by an area vocational-technical school.

_____ *Yes* _____ *No*

ITEM 2 - Indicate whether the district operates its own vocational education program or portions of a program.

_____ *Yes* _____ *No*

ITEM 3a - If your district participates in a vocational education program operated by an area vocational-technical school, review the existing AVTS plan and briefly discuss the following: the type of classes offered by the area vocational-technical school; the procedures for admitting students to these classes; and whether there are any district students who should be participating in these programs but not currently participating, how many and why not.

ITEM 3b - Describe briefly the district's plans for revising or continuing the existing participation in the vocational program operated by the area vocational-technical school and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for those students who could benefit from, but are not admitted to, the area vocational-technical school.

ITEM 4a *- If your district operates its own vocational education program, briefly discuss the following: the types of classes offered; the procedures for admitting students to these classes; and whether there are any district students who should be participating in these programs but are not currently participating, how many and why not.*

ITEM 4b - Describe briefly the district's plans for revising or continuing the operation of its existing vocational education program and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for those students who could benefit from, but are not admitted to, your vocational education program.

SECTION 7C: EDUCATIONAL PROGRAMS AND SERVICES (SPECIAL EDUCATION)

ITEM 1 - Indicate whether the district participates in a special education program operated by the intermediate unit.

_____ *Yes* _____ *No*

ITEM 2 - Indicate whether the district operates its own special education program or portions of a program.

_____ *Yes* _____ *No*

ITEM 3a - If your district participates in a special education program operated by the intermediate unit, briefly discuss the following: the types of classes offered by intermediate units; the procedures for admitting students to these classes; and whether there are any district children who should be participating in these programs but are not currently participating, how many and why not.

ITEM 3b - *Describe briefly the district's plans for revising or continuing the existing participation in special education program operated by the intermediate unit and explain any reasons for any proposed changes and recommendations. NOTE: Include any plans for "mainstreaming."*

ITEM 4a - *If your district operates its own special education program, briefly discuss the following: the types of classes offered; the procedures for admitting students to this program; and whether there are any district children who should be participating in these programs but are not currently participating, how many and why not.*

ITEM 4b - Describe briefly the district's plans for revising or continuing the operation of its existing special education program and explain any reasons for any proposed changes and any recommendations. NOTE: Include any plans for "mainstreaming."

SECTION 7D: EDUCATIONAL PROGRAMS AND SERVICES (INTERMEDIATE UNIT SERVICES)

ITEM 1 - Indicate which of the seven basic services are currently available from the intermediate uni

_____ 1. *Curriculum development and instructional improvement services*

_____ 2. *Educational planning services*

_____ 3. *Instructional materials services*

_____ 4. *Management services*

_____ 5. *Continuing professional education services*

_____ 6. *Pupil personnel services*

_____ 7. *State and federal agency liaison services*

ITEM 2 - List and briefly describe those seven basic services which the district currently receives. NOTE: In describing the services, specifically mention those things the district actually receives.

ITEM 3 - List and briefly describe those seven basic services that are not currently available but the district plans to request in the future.

ITEM 4 - List and briefly describe any contracted services which the district currently receives from the intermediate unit.

ITEM 5 - List and briefly describe any contracted services that the district does not currently receive but plans to request in the future.

SECTION 8: SCHOOL FACILITIES

ITEMS 1a - 1g

a	b	c	d	e	f	g							
FACILITY	Year Built	Year of Additions/ Renovations	Conditions	Acreage	Pupil Capacity	** 19	19	19	19	19	19	19	19
ELEMENTARY BUILDINGS						MAINTAIN ■	ABANDON ▥	ADDITION ▨	RENOVATION ▤				

**NOTE: You are not required to fill in 1b, 1d and 1e. (See printout)*

***Insert current year and subsequent years.*

ITEMS 1a - 1g

a	b	c	d	e	f	g							
FACILITY	Year Built	Year of Additions/ Renovations	Conditions	Acreage	Pupil Capacity	** 19	19	19	19	19	19	19	19
MIDDLE/JR.H.S. BUILDINGS						MAINTAIN ■	ABANDON ▥	ADDITION ▨	RENOVATION ▤				

140 **NOTE: You are not required to fill in 1b, 1d and 1e. (See printout)*

***Insert current year and subsequent years.*

141

ITEMS 1a - 1g

a	b	c	d	e	f	g							
FACILITY	Year Built	Year of Additions/ Renovations	Conditions	Acreage	Pupil Capacity	** 19	19	19	19	19	19	19	19
SENIOR H.S. BUILDINGS						MAINTAIN ■		ABANDON ▥		ADDITION ▨		RENOVATION ▤	

**NOTE: You are not required to fill in 1b, 1d and 1e. (See printout)*

***Insert current year and subsequent years.*

ITEM 2 - Complete this item the same as Items 1a to 1f, except for the added designation of building grade level for each facility.

a	b	c	d	e	f	g							
FACILITY	Year Built	Year of Additions/ Renovations	Conditions	Acreage	Pupil Capacity	** 19	19	19	19	19	19	19	19
NEW BUILDINGS*						NEW [redacted]							

**Identify by grade level, e.g., elementary school, middle school, etc.*

***Insert current year and subsequent years.*

SECTION 9: FINANCIAL INFORMATION

ITEM 1 *Projected Market Value*	19	19	19	19
ITEM 2 *Calculation of Additional Revenue*		Amount of Additional Revenue		
	Current Amount	5%	10%	15%
Federal Funds				
State Funds				
Local Real Estate Taxes				
Other Local Taxes				
Totals				

**In computing increases use the product of 5%, 10% and 15% times current amount (e.g., 5% x current amount = increase).*

ITEM 3					
Real estate tax not collected for current and past four (4) years:	19 (past year)	19 (past year)	19 (past year)	19 (past year)	19 (current year)
Dollar amount	$	$	$	$	$
% of total	%	%	%	%	%
Other taxes not collected for current and past four (4) years:	19 (past year)	19 (past year)	19 (past year)	19 (past year)	19 (current year)
Dollar amount	$	$	$	$	$
% of total	%	%	%	%	%

ITEM 4 - Explain any significant changes for salaries (0100 & 0200 accounts), maintenance and operation costs (0600 account) and debt service (1200 account) for the past four years and current year.

149

ITEM 5 - Provide a brief summary statement concerning the overall fiscal conditions of the school district and the implications of this condition for the future. Consider both probable and possible implications of the data in Items 1 through 4 above. Document the statement with specific references to appropriate data.